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The **WRITE-WELL** **HANDWRITING**



BY EMMA GRAYCE PEED

FOURTH GRADE



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FOREWORD

The Write-Well Handwriting, a series of handwriting books for grades one to eight inclusive, is the outgrowth of years of experience in the classroom, teaching and supervising handwriting. The materials, the devices, the methods and the copies have been developed and successfully used in the Public Schools of the City of Indianapolis. They represent not only the judgment of the author and other members of the Handwriting Department, but also the combined judgment of the teachers as to what is most desirable and effective.

The Write-Well Handwriting is designed to outline instruction in handwriting based on the following principles:

1. The physical well being and happiness of the child, while acquiring skill in a given subject, is more important than the acquisition of the skill.
2. Greater joy in accomplishment can be assured by setting up standards within the ability of the child.
3. The method of teaching and the results attained differ at the various grade levels, due to the gradual muscular growth of the children.
4. When properly motivated, this so-called formal subject may function in the most informal type of class room organization as a tool for all written expression.
5. A certain amount of formal drill is required to attain any degree of skill in a skill subject.
6. The basic strokes and the letter combinations of commonly-used words have been determined through scientific methods and classroom experience.

THE AIMS OF WRITE-WELL HANDWRITING ARE:

1. To help each child develop a handwriting which is easy to read and easy to write.

2. To provide a sufficient amount of practice exercises to develop the required speed and form suitable to the grade level.

3. To provide simple drill exercises, so closely related to the class room needs in other subjects, that the child is not sacrificed for the sake of drill.

4. To provide written copies for each grade in a style and size of writing, which children of that grade can imitate satisfactorily.

5. To set a standard sufficiently high to challenge each pupil, yet not beyond the ability of the majority to attain.

6. To teach handwriting through a "Word Method" in order to correlate it more closely with the teaching methods used in spelling, reading and written expression.

7. To encourage teachers to devote the greater part of the written practice to the individual or class room needs which incidentally arise from day to day.

8. To show both teacher and pupil how to judge handwriting and how to diagnose and correct mistakes.

ACKNOWLEDGMENT

I wish to express my appreciation to the executives, principals and teachers of the Indianapolis Public Schools and especially to members of the Handwriting Department, M. Edith Robinson, Lettie Page Trefz and Madie Mitchell for their kind cooperation and helpful suggestions. I am also indebted to numerous teachers and supervisors in other cities who have contributed to the success of this system.

EMMA GRAYCE PEED

WRITE-WELL HANDWRITING

WRITING ON PAPER: Teach position of the body, arms, paper and pencil. Stimulate interest where possible by correlating with other classroom activities. The teacher should demonstrate the work from the blackboard where all may see, giving the counts and showing the direction of motion. Indicate the number of drills, letters or words on each line. Repeat the count and have the pupils write in time on their paper. Each lesson should begin with an oval drill, direct or indirect, continuing with word or sentence practice as indicated in the copies. Individual letters poorly made should be practiced as remedial work. Commend pupils keeping the best position and exhibit the best written papers to the class. Check all papers, correcting the weak points during the next lesson. After sufficient practice has been given on practice paper, have pupils write their final copies in the writing book. The writing book then becomes a Progress Booklet, recording the daily improvement of each child. Specific instructions for each lesson are given above the copies.

POSITION: Body: Pupils should sit erect with hips well back in the seat, then incline the body forward and face the desk squarely with both feet flat on the floor.

Arms: Keep both arms on the desk with elbows slightly off the front edge and near the body. When writing keep the wrist free from the desk and roll on the muscle of the forearm.

Penholding: The pen should be held firmly between the thumb and first and second fingers, supported by the thumb. Be sure the first joint of the thumb is bent outward. The first finger only should be on top of the holder directly above the "eye" of the pen. Keep all the fingers well curved and close together. Point the penholder toward the shoulder.

Paper or Writing Book: The writing line is always the

line on which the pupil begins to write. Place the paper on the desk so that the beginning of the writing line is directly in front of the body and slants from the lower left hand corner of the desk. The writing space should be in the center of the desk. Hold the paper with the left hand at the top or left edge, keeping the hand above

the line of writing, shifting the paper from right to left and up and down as each line is completed. It is very important that the paper be properly shifted because shifting directly affects the slant of the writing.

MOVEMENT: Writing without movement is drawing and movement without form is scribbling. Legibility and speed are the goals of good writing and are secured through controlled movement. Controlled movement is dependent upon body, hand and pencil or pen position. Be sure the hand is well rounded, resting firmly on the last two finger-nails to give a nail glide movement, not a slide on the side of the hand. Use a gliding arm movement rolling on the muscle of the forearm and keeping the wrist free. The fourth year is the first real muscular movement year, with a decrease in size of writing and an increase in speed.

SPEED: Each child writes as fast as he can do his best writing. As the muscles develop, speed and skill gradually increase, but the size of the writing decreases. The limit of speed varies with different individuals and different age levels.

TIME AND RHYTHM: Correct time and rhythm are important in teaching handwriting. Encourage freedom and

ease by using descriptive, suggestive and numerical counts for exercises, letters and words. Pupils should work in unison to the teacher's count in order to decrease the speed of some pupils and increase that of others. In addition to the speaking voice, the piano and the phonograph may be used. The numerical and de-



scriptive counts are given for all letters under "Letter Counts."

COUNTING: There are three methods of counting. (1) Numerical counting, for example the word "see": *one, two, three, swing*. (2) Suggestive or remedial count, suggesting the correction of errors, for example "see": *s close, open e, open e, swing*. (3) Descriptive count, describing letter forms, as "see": *curve close, round slant, round slant, swing*. The voice should be kept soft and rhythmical. The descriptive and numerical counts for the alphabet and numerals are given at the bottom of the page.

COURSE OF STUDY: All the capitals and small letters are reviewed in words and sentences. Figure practice is also given. The words and sentences provide the type of simple movement drills most needed by pupils of this grade. They are arranged in drill order for handwriting practice and are also shown in the form required for written work in other subjects. This plan provides a more direct "carry-over" of the writing lesson.

MATERIALS: Practice paper should conform in size and in ruling to the paper used in the writing books.

LEGIBLE WRITING IS GRADED BY:

1. **SPACING**—Spaces should be even, wide and curved between narrow letters. The ending strokes on the words should regulate the spaces between them.
2. **SIZE AND HEIGHTS**—Size and height of letters should be uniform, and vary with each grade as indicated by the copies.
3. **SLANT**—There should be a uniform forward slant with well curved upstrokes and emphasis on the slant of the downstrokes.
4. **QUALITY OF LINE**—A firm, clean-cut line, not too light nor too heavy, is easiest to read.
5. **LETTER FORMS**—Letter forms should be taught and analyzed as given in the copies.
6. **NEATNESS AND ARRANGEMENT**—Neatness should become a habit, and all written work should be arranged to avoid crowding on the paper.

LETTER COUNTS--DESCRIPTIVE AND NUMERICAL

A—down, close, swing; 1-2-3
 a—over, around, swing; 1-2-3
 B—curve, down, round, point, finish; 1-2-3-4-5
 b—curve, point, swing; 1-2-3
 C—loop-round, finish; 1-2
 c—over, finish; 1-2
 D—down, round, finish; 1-2-3
 d—over, round and finish; 1-2-and-3
 E—loop, round, finish; 1-2-3
 e—curve, finish; 1-2
 F—curve-stop and stop; loop, over; 1-2-and-3; 4-5
 f—curve, down, close, finish; 1-2-3-4
 G—curve, point, point, swing; 1-2-3-4
 g—over, around, down, swing; 1-2-3-4
 H—loop, down, curve, finish; 1-2-3-4
 h—curve, down, over, finish; 1-2-3-4
 I—curve-back, point, finish; 1-2-3
 i—curve, finish, dot; 1-2-dot
 J—curve-back, down, over; 1-2-and-3
 j—curve, down-over, dot; 1-2-3-dot
 K—loop, down, curve, finish; 1-2-3-4
 k—curve, down, over-stop, finish; 1-2-3-4

L—curve, loop, swing; 1-2-3
 l—curve, down, finish; 1-2-3
 M—loop, down, over-down, over, swing; 1-2-3-4-5
 m—over, over, over, swing; 1-2-3-4
 N—loop, down, over, swing; 1-2-3-4
 n—over, over, finish; 1-2-3
 O—around and finish; 1 and 2
 o—over, around, finish; 1-2-3
 P—curve, down, over, swing; 1-2-and-3
 p—curve, down, over-close, swing; 1-2-and-3-4
 Q—loop, round, swing; 1-2-3
 q—over, around, down-close, swing; 1-2-3-4
 R—curve, down, over-loop, finish; 1-2-3-4
 r—curve, slope, finish; 1-2-3
 S—curve, curve, finish; 1-2-3
 s—curve, close, finish; 1-2-3
 T—down, finish, loop, over; 1-2-3-4
 t—curve, down-finish, cross; 1-2-3-cross
 U—loop, down, up, finish; 1-2-3
 u—curve, curve, finish; 1-2-3
 V—loop, down, finish; 1-2-3
 v—over, point, finish; 1-2-3

W—loop, down, up-down, over; 1-2-3-4-5
 w—curve, curve, point, finish; 1-2-3-4
 X—loop, down, curve, close; 1-2-3-4
 x—over, finish, cross-upward; 1-2-3
 Y—loop, down, point, down, over; 1-2-3-4
 y—over, point, down, over; 1-2-3-4
 Z—loop, round, round, over; 1-2-3-4
 z—over, stop, over, swing; 1-2-3-4

1—down; 1
 2—dot, round, finish; 1-2-3
 3—dot, round, round; 1-2-3
 4—down, turn, cross; 1-2-3
 5—down, round, "flag"; 1-2-3
 6—down, close; 1-2
 7—down, across, down; 1-2-3
 8—dot, curve, finish; 1-2-3
 9—around, down; 1-2
 0—round, close; 1-2

(An analysis of small letters is found in Book I; of capitals in Book II.)

PRELIMINARY TEST—At the beginning of each term each child should write a copy of the test. At intervals during a term or at the close of it copies should be written for comparison.

Name

Date

Good writing is easy
to read and easy to
write. It is a courtesy
to the reader and a
joy to the writer to
write well.

PUPIL'S STANDARD—Sample of Pupil's Writing—The sample shown is a specimen of good legible writing. It is an acceptable

standard for this grade. It shows uniformity in spacing, heights, slant, and letter forms but has individuality.

A Dillar A Dollar

A Dillar, a dollar
A ten o'clock scholar
What makes you come
so soon?

You used to come at
ten o'clock.

And now you come
at noon

Dorothy Troutman

FIRST WEEK—Emphasize posture, movement, and penholding. Write the words in spelling arrangement as shown. Practice for accuracy of spacing and ending. Drills and arrangement of words for practice are given on the next three pages. Note the relative length of words, e.g., "movement" is about twice the length of

"move". Comparison of length of words in column writing promotes greater accuracy in spacing. After the words and drills in the next three pages have been practiced, write the words in column form in the writing book. The dotted line represents a fold in the paper, indicating the position of the second column.

Spelling

move

now

arm

count

roll

correct

slide

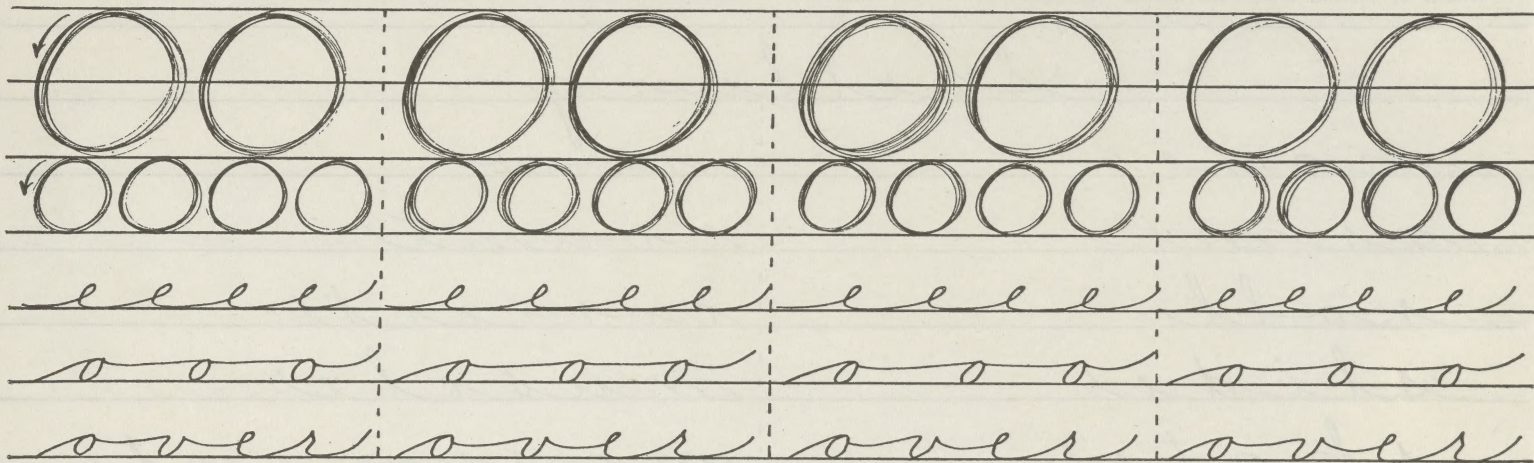
muscle

skate

movement

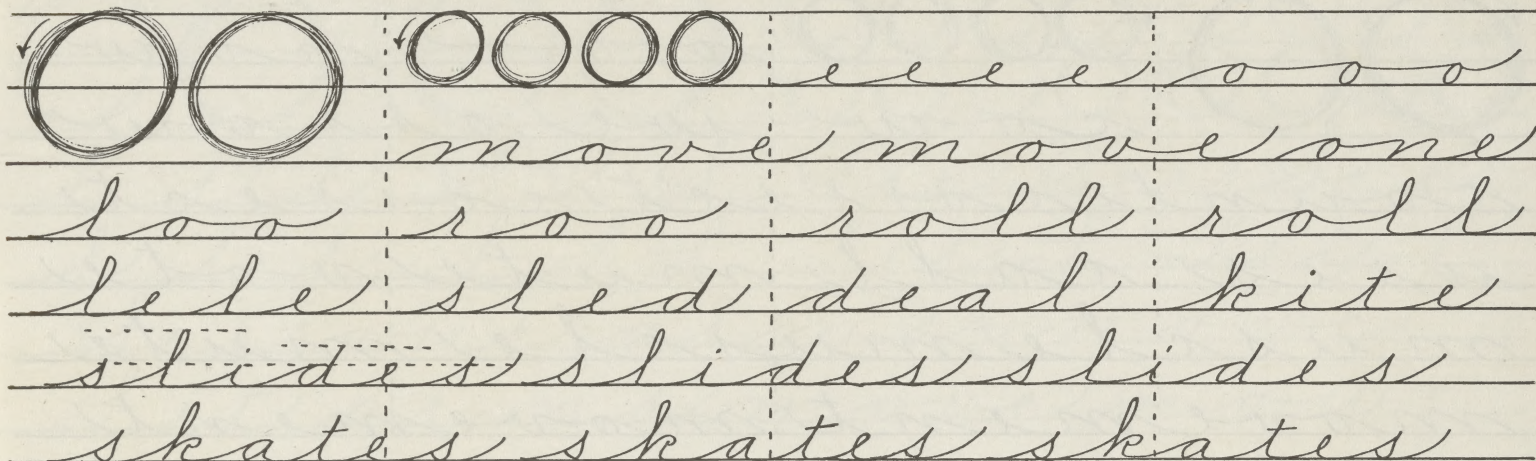
FIRST WEEK continued—Emphasize movement and position. Use practice paper. Fold paper into four parts to promote uniform spacing. Dotted lines indicate the folds. Count for ovals, drills and words. Count 1-8 for ovals, "one e", "two e", "three e", "four e", "swing"

for "e" drill and "o-v-e-r" for the word, "over". The drills and words are placed to show the relation of their length to each space. Make the final copies in the writing book.



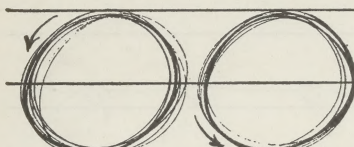
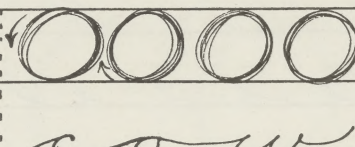
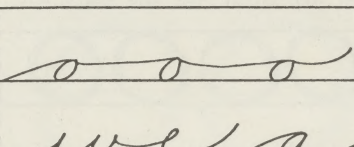
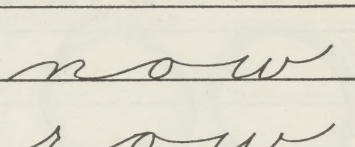
SECOND WEEK—Emphasize movement, spacing and endings. Count for ovals, drills and words. Make letters narrow with wide spaces between them. Curve round on upstrokes but slant to the line on downstrokes. A drill may be written in only one space but

practice it for at least one line. Upper loop letters are a little less than a space high and twice as high as low letters. The "d" and "t" are a little lower than upper loops. Test heights as shown.



THIRD WEEK—Emphasize movement and test heights. Make short beginnings but long endings on words and drills. There are three kinds of endings: the "curve-under" as on "e" or "n", the

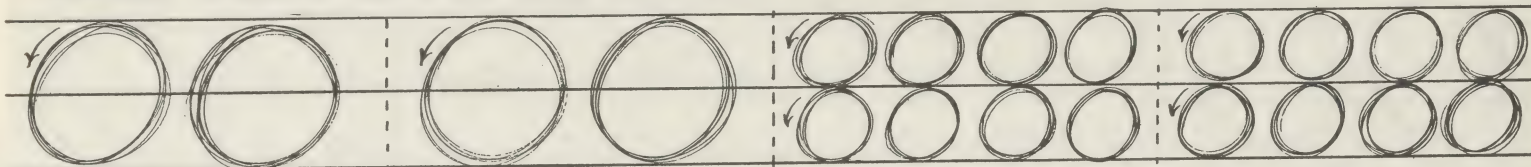
"curve-out" as on "w" or "b" and the "curve-over" as on "y" or "g". Practice words and drills in the order indicated. Make final copies in the writing book.

now
cow we arrow
count correct correct
uses call mute vote
muscle muscle mute
movement movement

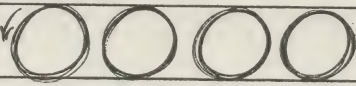
FOURTH WEEK—Emphasize spacing in sentence writing and test heights. Teach "S" and "L". Capitals and upper loops are the same height. Practice the sentences first for spacing and then for

accuracy of letter heights. Each word in a sentence begins directly below the ending of the preceding word. Do not fold practice paper for sentence writing. Write the final copies in the book.



See See See
 Let Let Let
 See our arms move.
 Let arms move now.

FIFTH AND SIXTH WEEKS—Emphasize endings and word spacing in sentences. Review "S" and "L" and teach "G". Count for letters as given in "Letter Counts". "L" finishes below the line



 eeee leee
 aaaa sees nail
 llll ssss LLL GGG
 See our arms move. S
 Let arms move now. L
 Glide on the nails. G

SEVENTH AND EIGHTH WEEKS—Emphasize spacing in sentence writing and test heights. Curve well up on upstrokes and slant to the line on downstrokes. Teach "P", "B" and "R". Each sentence

should fill one line if completed as shown in the copies. Avoid crowding on the right.

o o o o o e e e e a a a
s e e s e a s e l e a s

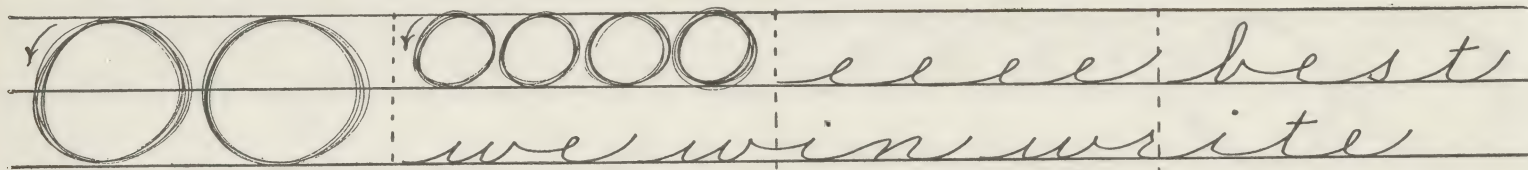
1 1 1 1 P P P B B B R R R

Please use movement.

Roll on the muscle. R

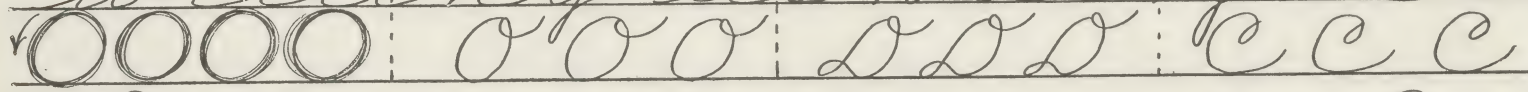
Be an arm mover. Be

NINTH WEEK—Test heights and emphasize slant. Teach "O", "D" and "C". Make lower loops, "y" and "g" one-half space long and cross on the line. Test slant on downstrokes as shown.



 we win write

writing us our your

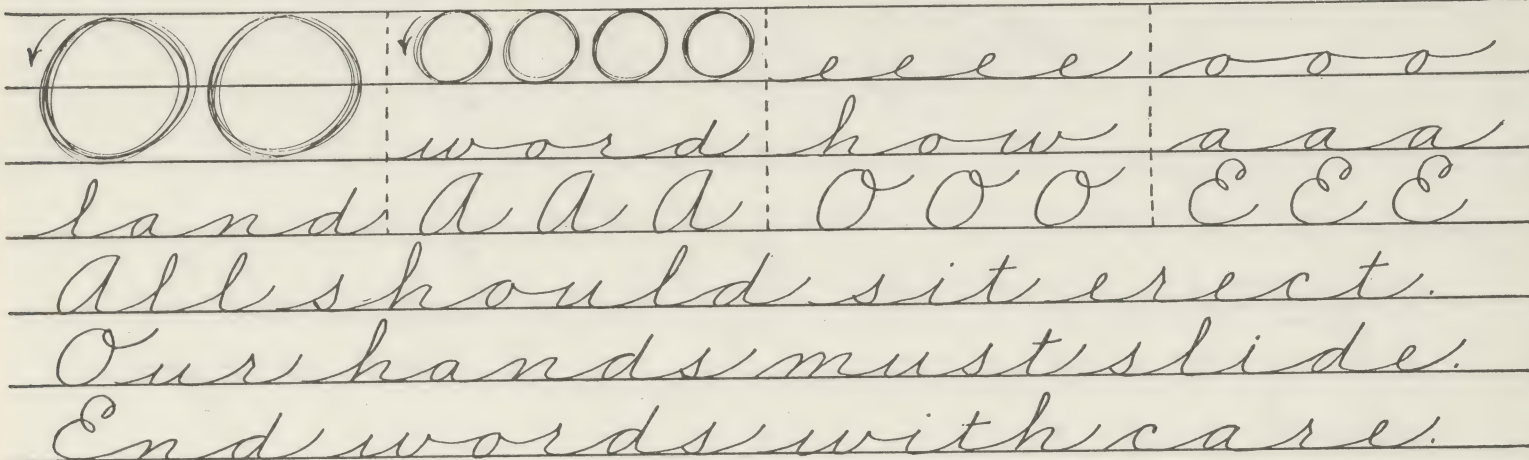


 Count as we write. C

Do your best writing.

TENTH WEEK—Test heights and slant. Review "O" and teach "A" and "E". Count the number of letters in each sentence. The longest sentence has seventeen letters and eighteen is usually the

greatest number of letters that can be written to any one line in this grade. Compare your own writing with the copy. Find mistakes and practice to correct them.



ELEVENTH WEEK—An Arrangement for an English Paper—
Practice the words, "was" and "were". Separate the long words into combinations of not more than four letters or make up four letter

words using the same letters, e. g., "will", "deer", and "seen" are drill words for "wilderness". Teach "T" and "F". Write these sentences filling the blanks with the correct word.

English

was were

This country

once a wilderness.

Forests

every-

where.

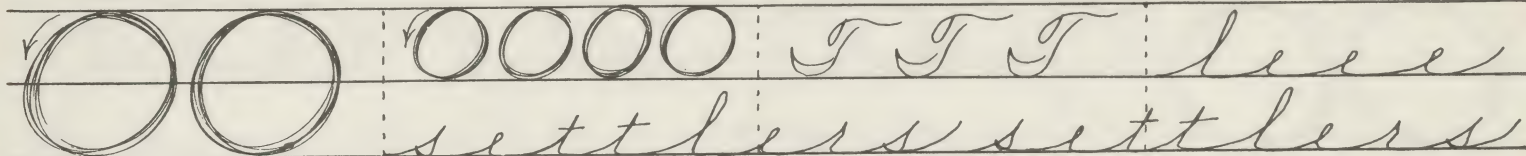
TWELFTH WEEK—Emphasize paragraph writing. Practice for uniform spacing, height and slant. Review "T" and teach "I". Use care in making the combination "gw". Write the paragraph as a

whole and arrange as shown in the copy. Write the paragraph in the writing book.

Indians Indians
wigwams wigwams we
Indians first lived
here. They lived in
wigwams.

THIRTEENTH WEEK—Continue emphasis on paragraph writing. Use care in making "fi", "bu", and "og". Curve round-up on upstrokes but slant to the line on downstrokes. Leave equal margins on both edges of the paper. Keep a regular margin on the left side

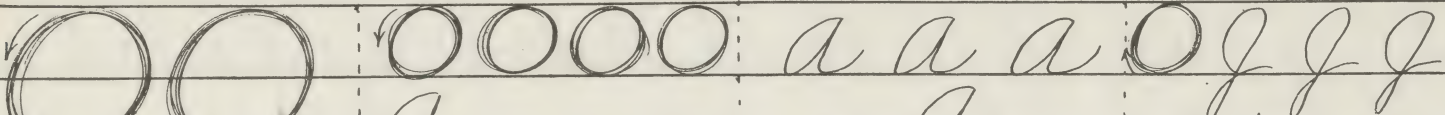
but an irregular one on the right side. Indent the paragraph about one inch. Write the paragraph as arranged in the copy. Avoid crowding on the right. Compare your own writing with the copy. Find mistakes and practice to correct them.



 settlers settlers
 houses houses houses
 The first white set-
 tlers cleared the land
 and built log houses.

FOURTEENTH WEEK—Continue paragraph practice. Review
 "A" and teach "J". Words too long to be written at the end of a

line without crowding should be divided into syllables with a hyphen
 as indicated in the word, "settlers".



 O O A m e r i c a A m e r i c a

 J o h n S m i t h o f o f f i r s t

 J o h n S m i t h w a s o n e

 o f t h e f i r s t w h i t e s e t -

 t l e r s i n A m e r i c a .

FIFTEENTH WEEK—A Stanza from an Original Poem Written by a Pupil of the Fourth Grade—Practice the capitals at the beginning of each line of the stanza. Practice one line at a time, then write the

stanza as a whole. Try to make a poem about Indians. Write one stanza in the writing book.

O O O O O O O O : O l l l l l l l l l
O little Indian children
What do you do all day?
You haven't any toys
To pass your time away.
Virginia Blasengym

SIXTEENTH WEEK—Forms of Figures and Arrangement for an
Arithmetic Lesson—Practice figures in column arrangement as shown.
Make figures small and with plenty of space around them. Write in

vertical columns keeping one figure directly below the other. Accuracy
in the form of figures promotes greater accuracy in the number of
correct answers in Arithmetic.

Arithmetic

Name

Date

1

2

3

4

1 4 1 4

2 2 2 2

6 0 6 0

8 0 8 0

4 1 4 1

3 3 3 3

1 9 1 9

1 0 1 0

5 5 5 5

5 5 5 5

7 9 7 9

9 0 9 0

SEVENTEENTH WEEK—A Vocabulary or List of Words Needed to Write a Story about "Holland"—Write in column arrangement as shown. A dotted line indicates a fold in the paper. Place the second column by the fold. Practice for accuracy of spacing and endings. Note the relative length of words, e.g., "windmills" is about twice the

length of "shoes". Comparison of length of words in column writing promotes greater accuracy in spacing. The drills and arrangement of words for practice are given on the next three pages. After practicing them write lists of words needed for other stories and write them in the writing book.

Vocabulary

shoes

cheese

wooden

stork

canals

bulbs

windmills

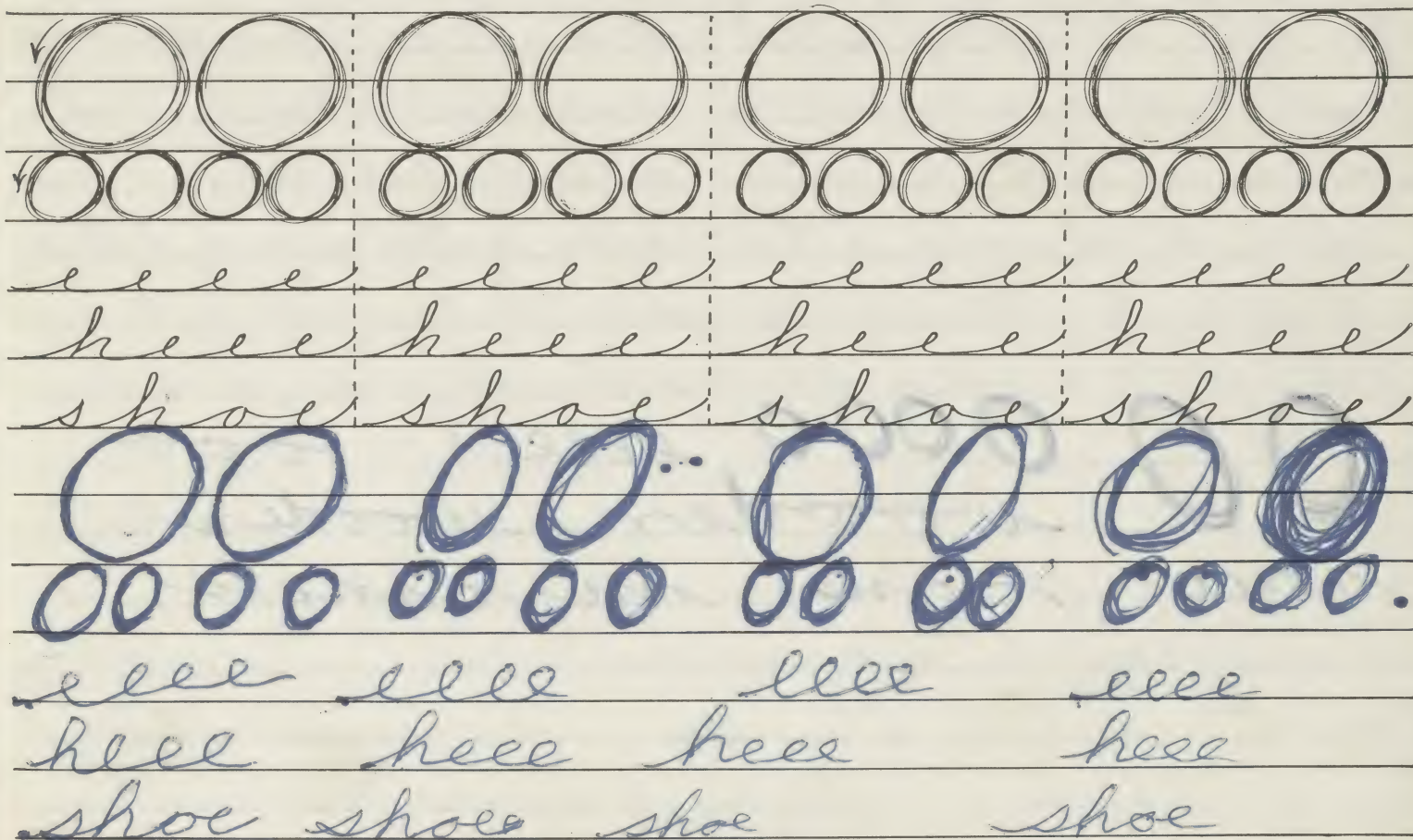
tulips

dikes

queers

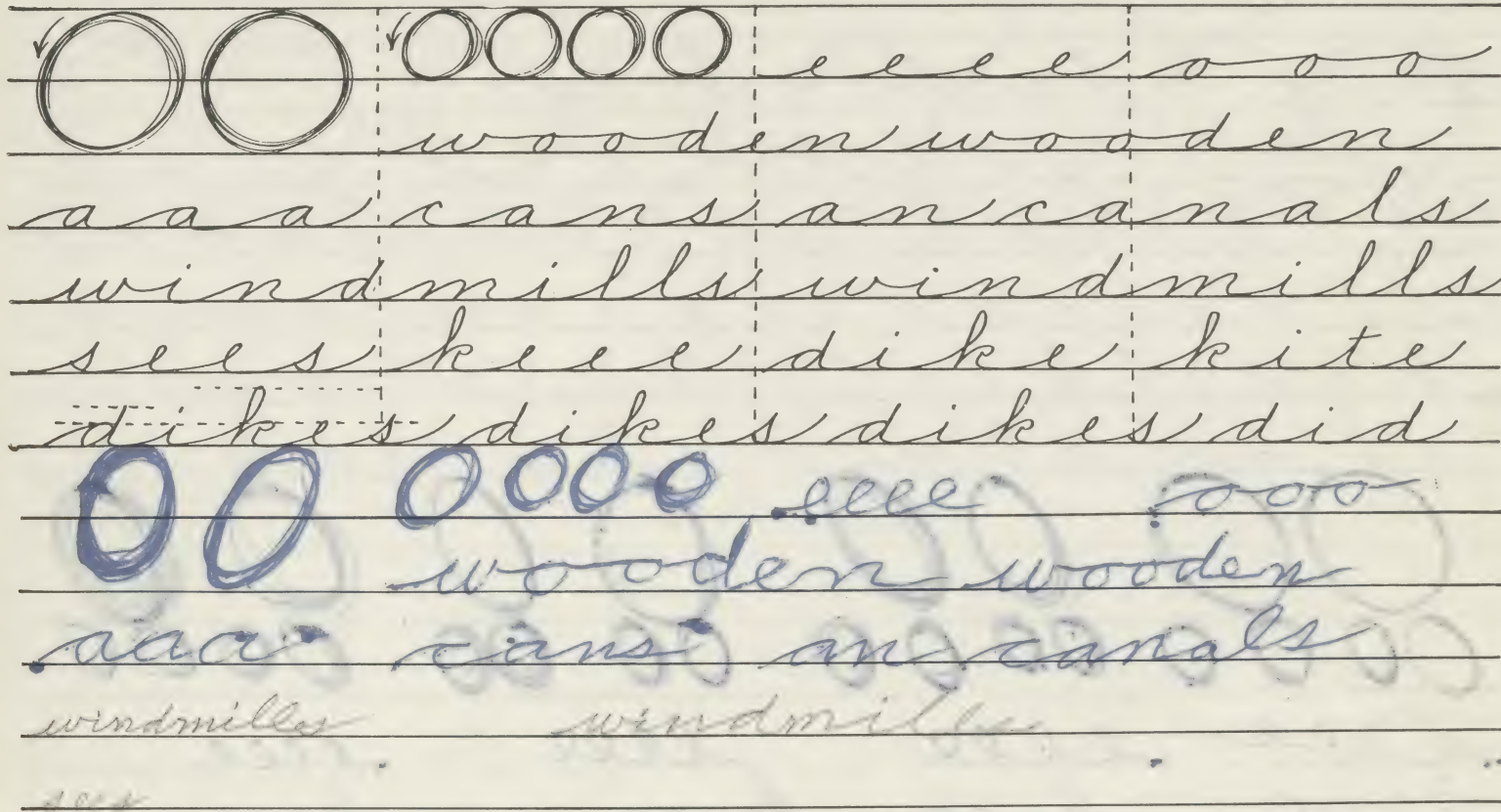
SEVENTEENTH WEEK continued—Emphasize movement and position. Use practice paper. Fold paper into four parts to promote uniform spacing. Dotted lines indicate the folds. Count for ovals, drills and words. Count 1-8 for ovals, "one e", "two e", "three e", "four e",

"swing" for "e" drill and "s-h-o-e" for the word, "shoe". The drills and words are placed to show the relation of their length to each space. Make the final copies in the writing book.

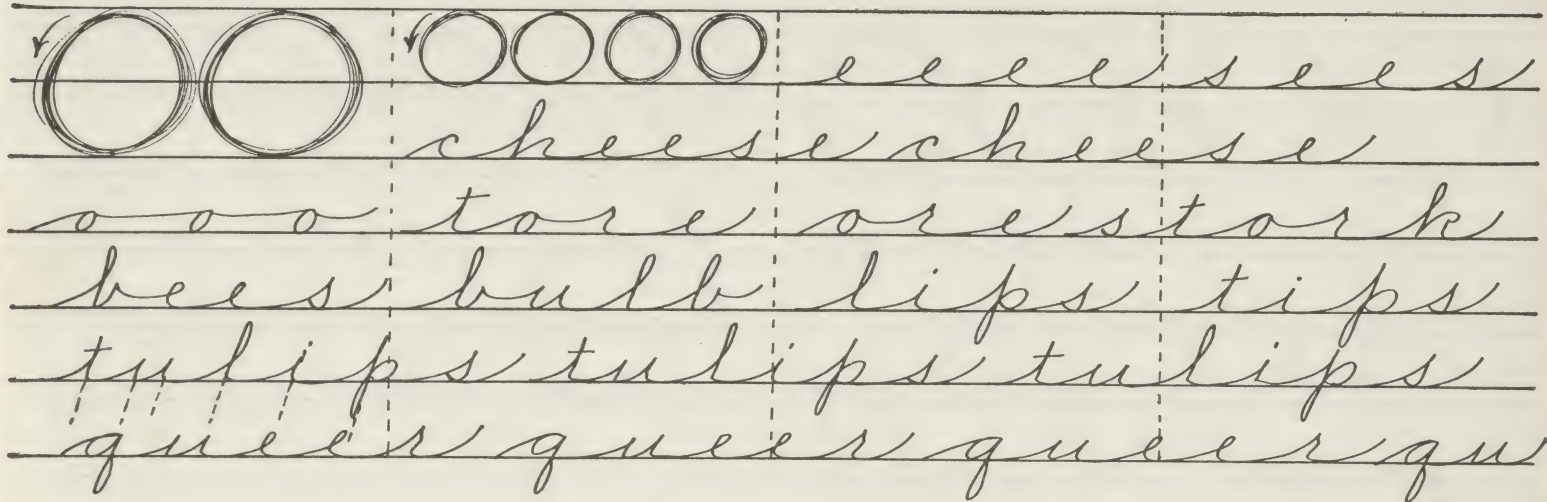


EIGHTEENTH WEEK—Emphasize movement, position and spacing. Make letters narrow with wide spaces between them. Upper loop letters are a little less than a space high and are twice as high

as low letters. "t", "d" and "p" are not quite as high as the upper loops. Curve round on upstrokes and slant to the line on downstrokes. Test heights as shown.

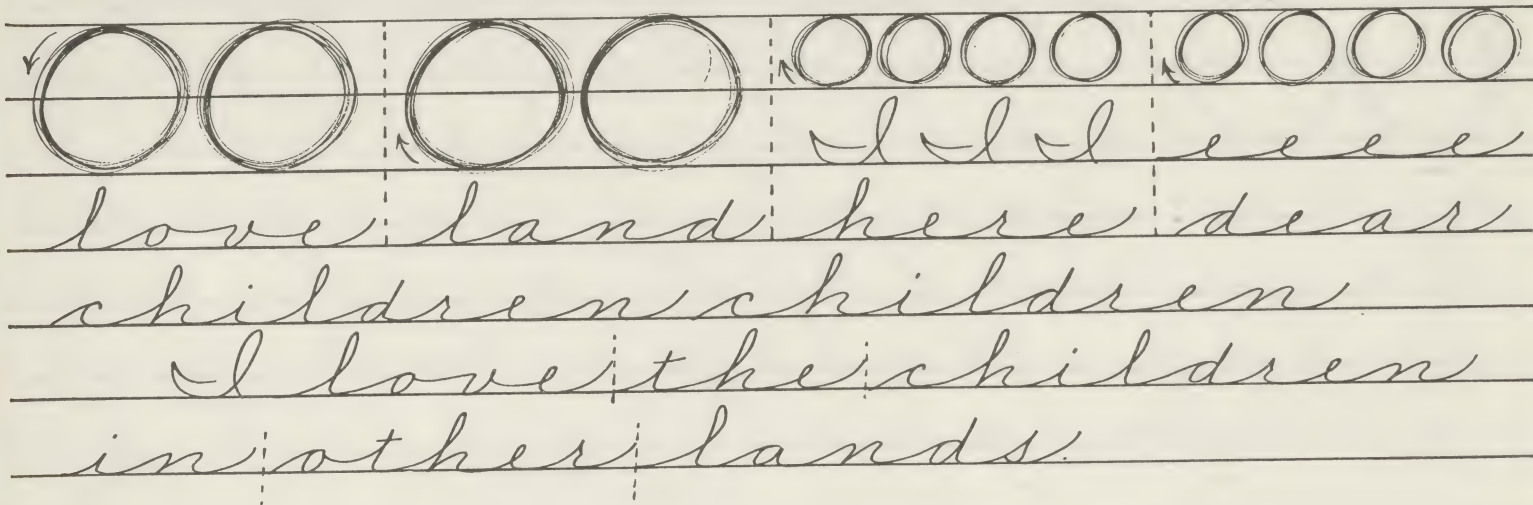


NINETEENTH WEEK—Emphasize uniformity of heights and test slant. Use care in writing "ps" and "qu". Test slant on downstrokes as shown. Write a list of words in two columns in the writing book.



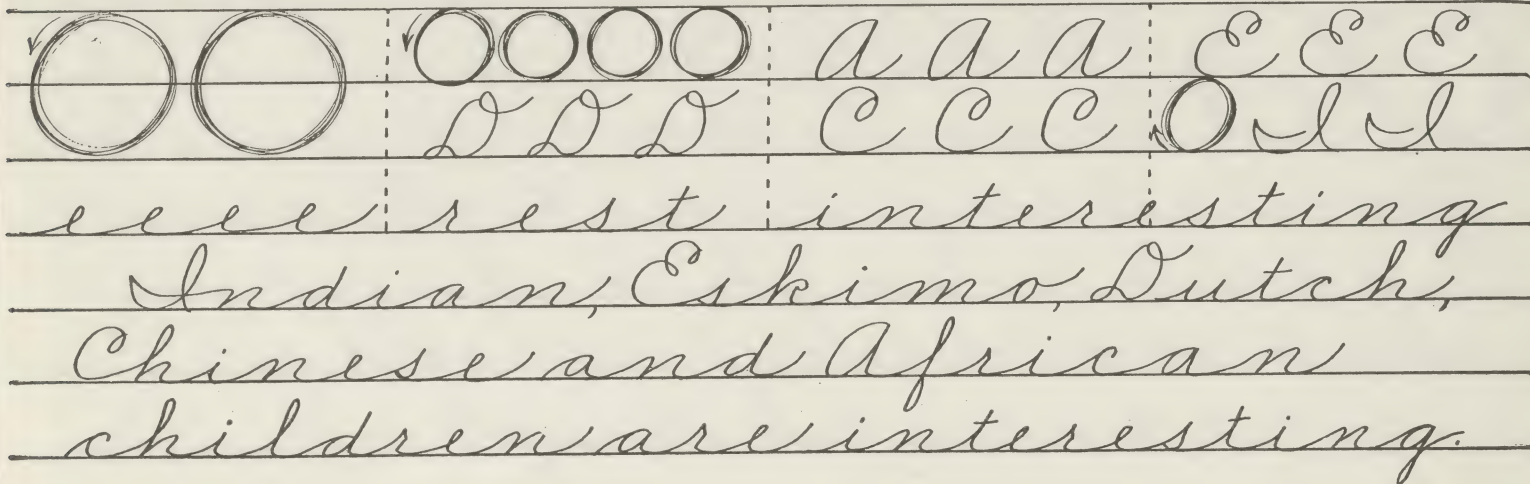
TWENTIETH WEEK—Emphasize spacing, height and slant in sentence writing. Curve round on upstrokes and slant to the line on downstrokes. Each word in a sentence should start directly below the swing of the preceding one. Practice to space the sentence as

shown in the copy. Write the final copy in the writing book. Compare your writing with the copies. Find mistakes and practice to correct them.



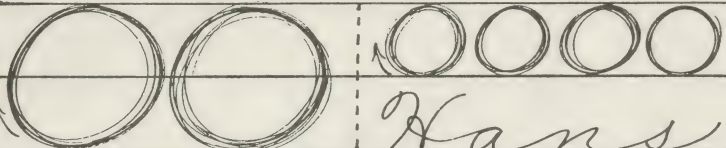
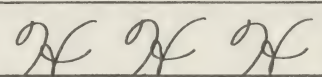
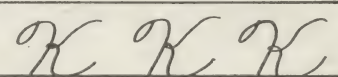
TWENTY-FIRST AND TWENTY-SECOND WEEKS—Review
 "A", "E", "D", "C" and "P". Count as given in "Letter Counts."
 Emphasize paragraph writing. Practice for uniformity in spacing,
 height, slant and letter formation. Practice the words first before

writing the paragraph as a whole. Leave one-half inch margins on
 both edges of the paper. Keep a regular margin on the left side but
 an irregular one on the right. Indent one inch for paragraphs. Make
 up a paragraph and write it in the writing book.



TWENTY-THIRD AND TWENTY-FOUR WEEKS—Emphasize uniformity in spacing, height, slant and letter formation in sentence writing. Teach "H" and "K". Practice the words in the sentences, then write the sentences as a whole. Count the number of letters in

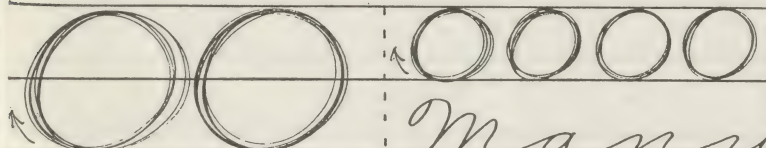
the first sentence. There are eighteen letters. That is the greatest number of letters that can be written on any one line in this grade without crowding. Write the three sentences in the writing book.

Hans Holland He
 Hans lives in Holland.
 Katrina is his sister.
 She and he wear
 wooden shoes.

TWENTY-FIFTH AND TWENTY-SIXTH WEEKS—Teach "M" and "N". Use care in making "ps", "ng", "gr" and "fi". Lower loop

letters are one-half space long and slant on the downstroke. Test slant on the word, "fishing". Write the sentences in the writing book.


 M M N N N
 Many North Sea
 a a a grown ground
 Many tulips are grown.
 The North Sea is the
 fishing ground.

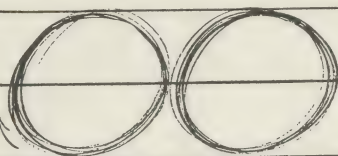
TWENTY-SEVENTH AND TWENTY-EIGHTH WEEKS—Emphasize movement and increase speed. Teach "U" and "V". Count as given in "Letter Counts". Write the sentences as a whole.

Utrecht Villages
 own town built
 Utrecht is a Dutch town.
 Villages are built on
 dikes.

TWENTY-NINTH WEEK—Emphasize letter forms. Teach "Q"
and "Z". Test heights and slant.

Q Q Q Q Q Z Z Z Z Z
 Z Z Z Z Z Z Z Z Z Z
 big queer not country
 The Zuider Zee looks
 like a big lake.

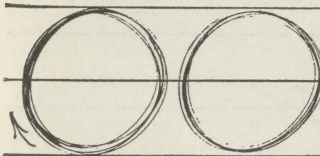
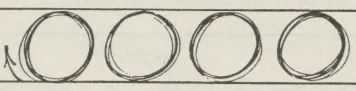
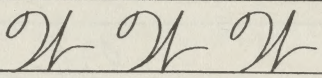
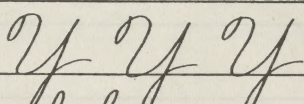
THIRTIETH WEEK—Emphasize movement and increase speed.
Teach "X" and "W". Review "E". Count as given in "Letter
Counts". Write the sentences. Make the question mark carefully.





Write Where When
 Eskimo Eskimo Eskimo
 about about about out
 Write about an Eskimo.
 Where does he live?

THIRTY-FIRST WEEK—Teach "Y". Review "W" and "C".
Practice the words in each sentence. Write the paragraph as a whole.
Test slant and heights.





 Yell Yellow Yellow
 Chinese Chinese China
 Yellow people live
 in China. We call them
 Chinese.

THIRTY-SECOND WEEK—Arrangement of a Friendly Letter—

Count the number of letters in the longest line of the heading and place it far enough to the left to avoid crowding on the right edge. Use box form for heading. Use care in arrangement and punctuation.

Practice each word in the parts of the letter given before writing any one part as a whole. Write a heading, a salutation and a complimentary close that you would like to use if you were writing a letter. Write it in the writing book.

Waco, Texas

November 15, 193—

Dear Hans,

*

x

Sincerely yours,
Dan Dort

Aa Bb Cc Dd Ee Ff

Gg Hh Ii Jj Kk Ll

Mm Nn Oo Pp Qq

Rr Ss Tt Uu Vv Ww

1 2 3 4 5 - Xx Yy Zz - 6 7 8 9 0

Aa.Bb.Cc.Dd.Ee.Ff.Gg.Hh.Ii.Jj.Kk.Ll.Mm

Nn.Oo.Pp.Qq.Rr.Ss.Tt.Uu.Vv.Ww.Xx.Yy.Zz

